English as a Second Language (ESL): Oral Language Proficiency and Literacy Assessment

Student Services

NOVA SCOTIA
Department of Education

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English as a Second Language (ESL)

Oral Language Proficiency and Literacy Assessment

Grades Primary–12

English as a Second Language (ESL):
Oral Language Proficiency and Literacy Assessment

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Introduction

Assessment is the systematic process of gathering information on student learning. Assessment data inform the instructional process and contribute to programming decisions.[1]

The assessment of English language proficiency for English language learners is an ongoing process. Effective assessment enables the school to provide programming and services to meet the needs of students who are not proficient in English. Students requiring English as a Second Language (ESL) programming and services are those whose first language is not English and whose lack of English language proficiency impedes their ability to access the curriculum and interact with others both in and out of school. ESL programming and services have three major aims (see Appendix A):

- to identify the needs of students so they can participate successfully in the education process
- to provide students with equitable opportunities to achieve designated learning outcomes across the curriculum
- to build on ESL students' language and culture and encourage a positive self-image

An assessment used as a basis for making programming decisions for students who are not fluent in English should be carried out under the direction or with the assistance of a trained ESL specialist. If an ESL specialist is not accessible, it is essential that the teacher(s) has had training in administering this assessment. Teachers should obtain further professional development to increase their knowledge and skills in this area. **The interpretation and application of the assessment results must be done in consultation with a trained ESL specialist.**

Time constraints often limit the amount of information that can be obtained during an initial assessment. A new student will not always perform to his/her potential when faced with an initial assessment in English. Consequently, initial assessment results should not be viewed as comprehensive or definitive but merely serve as a starting point for programming.

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[1] *Foundation for the Atlantic Canada English Language Arts Curriculum.* [1997]. Halifax, Nova Scotia: Atlantic Provinces Education Foundation; *Principles for Fair Student Assessment Practices for Education in Canada.* (1993). Edmonton, Alberta: Joint Advisory Committee.

The ESL Student Profile and Language Survey (Appendix C) provides vital information in the preliminary identification process. It can be of great value and assistance in determining the linguistic needs of students whose first language is not English. **The ESL Student Profile and Language Survey should be completed prior to beginning an initial assessment**, preferably when a student for whom English is not their first language is registered in a school. If the survey is not completed at registration, it can be conducted at any time that it is deemed necessary.

An initial assessment should be conducted within the first two weeks of a student's first arrival at school. **An assessment should be conducted at any point if a teacher believes a student requires additional support**. Parents/guardians should be notified when an assessment is used for placement and/or programming purposes.

Some students arrive in Canada with very little oral language proficiency in English, but have studied English as a foreign language in their former schools. Often these students exhibit a greater level of proficiency in reading and writing than in English oral language communication. Conversely, many ESL students exhibit a high level of oral language proficiency in English but may have very weak English literacy skills. For this reason, this assessment includes both an oral and literacy component.

Teachers need to take special note of those ESL students who have had little or no schooling or interrupted schooling. They will not have the literacy background in their first language on which to build.

It is important to remember that the characteristics of written language vary throughout the world. Acquiring English literacy (reading and writing) may also require learning a new alphabet. For example, students may use the Arabic, Greek, or Cyrillic alphabet or Chinese or Japanese symbols to name a few. As well there are variations in reading patterns, right to left, bottom to top, and back to front, that need to be considered.

All ESL students' literacy skills should be recorded and monitored closely. The following chart outlines a continuum of ESL programming support based on proficiency levels ranging from 1 to 5, with 1 representing pre-beginner and 5 representing independent.

Note: a student can have different proficiency levels in literacy and in oral language.

1. Pre-Beginner	2. Beginner	3. Intermediate	4. Advanced	5. Independent
A program planning team ensures that the student's learning needs are clarified. Orientation and short-term intensive programming are offered through the ESL Centre.	A program planning team ensures that the student's learning needs are clarified. The student may require a combination of adaptations and individual program plans. Intensive programming by an ESL teacher is required.	A program planning team ensures that the student's learning needs are clarified. Adaptations are documented. Additional language support required by an ESL teacher.	Direct ESL programming and services may not be necessary. Adaptations/ support may still be required in specific areas where there are identified needs, with consultation from the appropriate specialist teacher.	Direct ESL programming and services not required. The student is able to participate fully in classroom/school program. Student progress should be monitored.

The above diagram is taken from the *Guidelines for English as a Second Language (ESL) Programming and Services.*

Purpose

The purpose of this assessment instrument is to

- determine if and to what extent a student will require ESL services
- identify the student's relative strengths and needs in the areas of listening, speaking, reading, and writing
- determine the student's level of English language proficiency and recommend appropriate programming
- assist teachers in planning appropriate programming that enables ESL students to meet provincial outcomes across the curriculum

Description

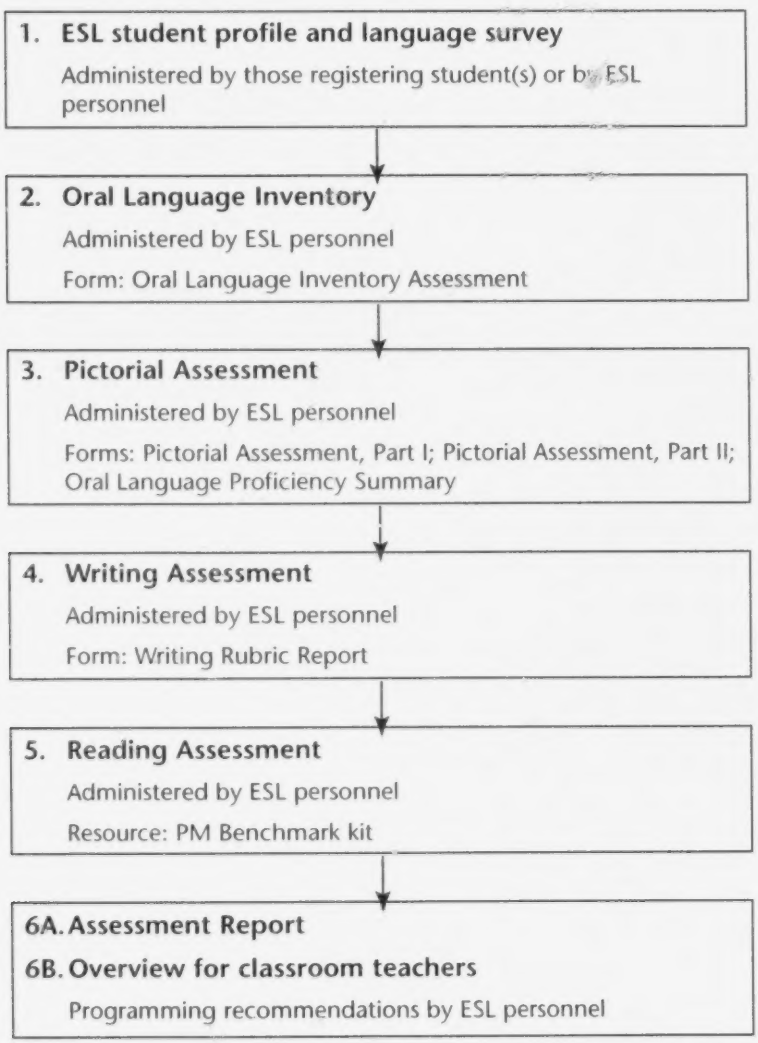
This assessment includes

- an oral language component
  - oral language inventory
  - pictorial assessments
- a literacy component
  - writing sample prompts
  - a writing rubric
  - a reading assessment can be conducted by using the PM Benchmark Kit, which is available on the Authorized Learning Resource (ALR) list

Procedure

It is important to administer this assessment in an environment that is conducive to language testing. The setting should be quiet and non-threatening.

The following diagram outlines the steps in the assessment process.


1. ESL student profile and language survey
Administered by those registering student(s) or by ESL personnel
2. Oral Language Inventory
Administered by ESL personnel
Form: Oral Language Inventory Assessment
3. Pictorial Assessment
Administered by ESL personnel
Forms: Pictorial Assessment, Part I; Pictorial Assessment, Part II; Oral Language Proficiency Summary
4. Writing Assessment
Administered by ESL personnel
Form: Writing Rubric Report
5. Reading Assessment
Administered by ESL personnel
Resource: PM Benchmark kit
6A. Assessment Report
6B. Overview for classroom teachers
Programming recommendations by ESL personnel

Video

To ensure the efficient assessment of an ESL student's language proficiency, it is vital that teachers review this assessment instrument in detail before attempting to apply it. To assist new or infrequent assessors, this instrument is accompanied by a video designed to illustrate, in actual practice, the application of its several components. Each video segment is explicitly associated with different parts of this assessment; users should watch them in the context of their pre-assessment review.

For the convenience of assessors, the video is available on VHS videotape, or as CD for use in a computer.

Oral Language Inventory

Purpose

The purpose of the oral language inventory is to provide an indication of the student's basic awareness of the Roman alphabet, numbers, spatial vocabulary, basic vocabulary, and survival English. Included are visuals for upper-case and lower-case letters in print, as well as cursive writing, and one-, two-, three-, and four-digit numbers.

Description

The oral language inventory consists of 16 sections with 14 pages of visual cues. The visual cues correspond to the teacher's oral language inventory assessment forms. The teacher can begin the oral language inventory by asking personal information about the student. The intent is to monitor the student's comprehension and language proficiency in English, as well as to make the student comfortable in the test situation.

The assessor should begin the oral language inventory by filling in the student's name, school, grade level, and date.

Section 1 assesses comprehension of basic English greetings. Section 2 elicits personal information from the student. (Sections 1 and 2 do not have supporting visuals; prompts are provided for this purpose.) Sections 3–14 assess basic vocabulary. Section 15 assesses survival language. Section 16 deals with spatial vocabulary. The seven basic prepositions of place are frequently problematic for second-language learners and therefore should be assessed.

Note: Sections 3–16 have corresponding visual cues (Appendix F) as well as directions that the assessor can follow.

Procedure

1. Begin by greeting the student and ensure the student is comfortable with the assessment setting. Explain that you want to determine how much English the student knows.
2. Elicit personal information about the student (Sections 1–2).
3. Proceed with administering the Oral Language Inventory (Sections 3–16).
   - Show the visual cues to the student and direct him/her to respond to the required prompt for each section.
   - For each correct response, check "Yes". Check "No" if the student answers incorrectly or does not respond at all.
   - If the student is unable to respond to several items in any category, proceed to the next section in order to minimize the student's level of frustration.

Video

To see an oral language inventory administered, please view ESL Video Segment 1.

Oral Inventory Assessment (for teacher use only)

Student's Name: _____ ❑ Male ❑ Female
(Family, Given)

Country of Origin: _____ Language(s) Spoken: _____

Length of Time in Canada: _____ Grade Completed in Country of Origin: _____

School: _____

Grade Level: _____ Homeroom Teacher: _____

Student's Home Address: _____

ESL Assessor: _____ Date of Assessment: _____
(Month/Day/Year)

Section 1: Responds Appropriately to Greetings in English

Greet the student by saying the following: "Good morning/afternoon. How are you today?"

Comments: _____

_____

_____

Section 2: Personal Information

Ask the student to say his/her name, address, age and telephone number.

Can communicate in English his/her:

1. Name ❑ Yes ❑ No
2. Address ❑ Yes ❑ No
3. Age ❑ Yes ❑ No
4. Telephone number ❑ Yes ❑ No

All visual cues for sections 3–16 are found in Appendix F: Master Visuals.

Section 3: Colours

Show Visual Cue 1 and ask, "What colour is this?" Point to each of the 11 colours.

1. green ❑ Yes ❑ No
2. red ❑ Yes ❑ No
3. orange ❑ Yes ❑ No
4. yellow ❑ Yes ❑ No
5. grey ❑ Yes ❑ No
6. brown ❑ Yes ❑ No
7. white ❑ Yes ❑ No
8. pink ❑ Yes ❑ No
9. black ❑ Yes ❑ No
10. blue ❑ Yes ❑ No
11. purple ❑ Yes ❑ No

Note: Here the assessor needs to be aware of the developmental stages of the student.

Section 4: Counting (oral)

Can count to _____

Section 5: Numbers (reading)

a) Show Visual Cue 2 and ask, "What number is this?"

Can recognize single- and double-digit numbers ❑ Yes ❑ No

Errors: _____

b) Show Visual Cue 3 and ask, "What number is this?"

Can recognize double-digit numbers ❑ Yes ❑ No

Errors: _____

c) Show Visual Cue 3 and ask, "What number is this?"

Can recognize three-digit numbers ❑ Yes ❑ No

Errors: _____

Section 6: Alphabet (oral)

Can say the alphabet ❑ Yes ❑ No

Errors: _____

Section 7: Alphabet (reading)

a) Show Visual Cue 4 and ask, "What letter is this?"

Can identify all upper-case letters of the alphabet ❑ Yes ❑ No

Errors: _____

b) Show Visual Cue 5 and ask, "What letter is this?"

Can identify all lower-case letters of the alphabet ❑ Yes ❑ No

Errors: _____

Section 8: Alphabet (cursive)

a) Show Visual Cue 6 and ask, "What letter is this?"

Can identify all upper-case cursive letters of the alphabet ❑ Yes ❑ No

Errors: _____

b) Show Visual Cue 7 and ask, "What letter is this?"

Can identify all lower-case cursive letters of the alphabet ❑ Yes ❑ No

Errors: _____

For sections 9–14, mark ✓ if the student answers correctly. Mark ✗ if the student answers incorrectly or does not respond at all.

Section 9: Classroom Objects

Show Visual Cue 8 and ask, "What is this?" Point to each object.

1. _____ chair
2. _____ table
3. _____ book
4. _____ clock
5. _____ desk
6. _____ pen
7. _____ eraser
8. _____ window
9. _____ ruler
10. _____ pencil
11. _____ scissors
12. _____ board
13. _____ door
14. _____ paper
15. _____ crayon
16. _____ computer

Section 10: Body Parts

Show Visual Cue 9 or use yourself and ask, "What is this?" Point to each body part.

1. _____ head
2. _____ hair
3. _____ face
4. _____ eye(s)
5. _____ nose
6. _____ ear(s)
7. _____ feet
8. _____ leg(s)
9. _____ arm(s)
10. _____ back
11. _____ finger(s)
12. _____ teeth
13. _____ mouth

Section 11: Clothing and Accessories

Show Visual Cue 10 and ask, "What is this?" Point to each object.

1. _____ shoes
2. _____ boots
3. _____ pants
4. _____ coat
5. _____ t-shirt
6. _____ shorts
7. _____ socks
8. _____ jacket
9. _____ glasses
10. _____ shirt
11. _____ dress
12. _____ hat

Section 12: Family Tree

Show Visual Cue 11 and ask, "Who is this?" Point to each family member.

1. _____ grandmother
2. _____ grandfather
3. _____ mother
4. _____ father
5. _____ aunt
6. _____ uncle
7. _____ brother
8. _____ sister
9. _____ cousin

Section 13: Food (fruits, vegetables, and other food items)

Show Visual Cue 12 and ask, "What is this?" Point to each item.

1. _____ apple
2. _____ lemon
3. _____ tomato
4. _____ fish
5. _____ cookies
6. _____ orange
7. _____ potato
8. _____ bread
9. _____ candy
10. _____ chicken
11. _____ banana
12. _____ corn
13. _____ rice
14. _____ milk
15. _____ pizza
16. _____ grapes
17. _____ carrots
18. _____ eggs
19. _____ ice cream cone
20. _____ pasta

Section 14: Shapes

Show Visual Cue 13 and ask, "What is this?" Point to each shape.

1. _____ square
2. _____ circle
3. _____ triangle
4. _____ rectangle

Section 15: Survival Language

Check "Yes" if the student can follow the direction for the task. Check "No" if the student responds incorrectly or does not respond at all. If the student responds incorrectly, the response can be noted under Comments.

Tasks		Comments
1. Open the book	❑ Yes ❑ No	_____
2. Point to the board	❑ Yes ❑ No	_____
3. Take your pencil	❑ Yes ❑ No	_____
4. Put your hand up	❑ Yes ❑ No	_____
5. Turn to page two	❑ Yes ❑ No	_____
6. Close the door	❑ Yes ❑ No	_____
7. Stand up	❑ Yes ❑ No	_____
8. Sit down	❑ Yes ❑ No	_____

Section 16: Spatial Vocabulary

The spatial vocabulary deals with seven basic prepositions that are frequently problematic for second-language learners.

Show Visual Cue 14 and ask, "Where is the cat?" Further prompting with examples might be necessary. Point to each picture of the cat. See if the student can match the correct preposition for where the cat is in relation to the box. Record any errors the student makes under the comments heading.

Check "Yes" if the student understands and can demonstrate what the following words mean. Check "No" if the student responds incorrectly or does not respond at all.

Prepositions of Place		Comments
1. in	❑ Yes ❑ No	_____
2. on	❑ Yes ❑ No	_____
3. under	❑ Yes ❑ No	_____
4. between	❑ Yes ❑ No	_____
5. in front	❑ Yes ❑ No	_____
6. behind	❑ Yes ❑ No	_____
7. beside	❑ Yes ❑ No	_____

Pictorial Assessment

Purpose

The purpose of the pictorial assessment is to provide an indication of the student's ability to formulate sentences and questions in oral English in order to establish the student's level of oral language proficiency.

Description

There are two parts to this assessment. Part I comprises a total of 30 questions and a picture cue. Part II contains three questions that elicit connected discourse. This assessment includes:

- guidelines for scoring Part I
- five preliminary questions that elicit basic personal information about the student
- 20 questions about the picture cue
- five items that require the student to ask questions
- guidelines for interpreting the score from Part I
- guidelines for interpreting and scoring Part II
- three items that require the student to use connected discourse

Procedure

1. Prompt students to answer in phrases or sentences instead of one-word answers.
2. Begin the assessment by asking the five preliminary questions (See Pictorial Assessment, Part I A).
3. Give the picture to the student and explain that you will be asking questions about what they see in the picture (See Pictorial Assessment, Part I B).
4. In the formulating questions section, you may first need to provide a model question to assist the student. Say to the student: Ask me where the pencil is. Then model the appropriate response: Where is the pencil? (See Pictorial Assessment, Part I C).
5. Questions 1–3 of Pictorial Assessment, Part II are designed for eliciting connected discourse from the student using different tenses. The reason for doing this is to assess the student's fluency in English. Listen carefully to the student's responses. Record any errors the student makes under the Comments heading.

Notes to the Administrator on this Assessment

- Use a normal rate of speech and intonation.
- Repeat a question if necessary.
- If the student needs you to repeat any question from 6 to 30 on the pictorial assessment, mark "R" next to the assessment item. Note errors in grammar and vocabulary. Note recurring difficulties with pronunciation.
- Sometimes it is helpful to record on a separate sheet of paper the exact response that a student makes. This information can then be examined in more detail at a later time.
- For inferential questions encourage students by saying: "What do you think?"

Video

To see a pictorial assessment administered, please view ESL Video Segment 2.

Pictorial Assessment, Part I

Student's Name:_____ ❑ Male ❑ Female
(Family, Given)

Country of Origin:_____ Language(s) Spoken:_____

Length of Time in Canada:_____ Grade Completed in Country of Origin:_____

School:_____

Grade Level:_____ Homeroom Teacher:_____

Student's Home Address:_____

ESL Assessor:_____ Date of Assessment:_____
(Month/Day/Year)

Guidelines for Scoring Pictorial Assessment, Part I

Prompt the student to answer in phrases or sentences instead of one-word answers if he/she can.

0 = Student cannot answer or does not understand the question.

1 = Student understands the question, but has made one or more errors in his/her response, or has responded with one word only (and when asked to expand, cannot), or has asked for the question to be repeated.

2 = The answer is grammatically correct and/or is what a native speaker would say.

A. Preliminary Questions

	Comments			
1. What is your name?	_____	0	1	2
2. How old are you?	_____	0	1	2
3. Do you have any brothers or sisters?	_____	0	1	2
4. Where are you from?	_____	0	1	2
5. What language do you speak at home?	_____	0	1	2

Add the scores for the subtotal of Part A: _____

B. Questions to Use with Picture Cue

6. Is it sunny?	_____	0	1	2
7. What is this? (point to the plane)	_____	0	1	2
8. How many people are there in the picture?	_____	0	1	2
9. Does the girl have a hat?	_____	0	1	2
10. Tell me two things the boy is wearing.	_____	0	1	2
11. What colour are his shoes?	_____	0	1	2
12. Is the boy taller than the girl?	_____	0	1	2
13. Why are they happy?	_____	0	1	2

14. Has grandmother's plane (arrived) landed already?	_____	0	1	2
15. Where do you think grandmother has been?	_____	0	1	2
16. Did their grandmother bring any bags?	_____	0	1	2
17. Did the girl bring flowers for her grandmother?	_____	0	1	2
18. Did the boy wear a coat today?	_____	0	1	2
19. Who does grandmother see?	_____	0	1	2
20. What will grandmother say to the children?	_____	0	1	2
21. Why did the boy wear a hat?	_____	0	1	2
22. If you were the girl in this picture what would you do with the flowers?	_____	0	1	2
23. If it weren't sunny, would the girl need sunglasses?	_____	0	1	2
24. Has grandfather come with grandmother?	_____	0	1	2
25. What might grandmother have in her bag?	_____	0	1	2

Add the scores for the subtotal of Part B: _____

C. Formulating Questions—the assessor should inform the student that the following questions are not related to the picture cue.

26. Ask me what my name is.	_____	0	1	2
27. Ask me if I have a cat.	_____	0	1	2
28. Ask me why I came to school today.	_____	0	1	2
29. Ask me when I'm going to go home.	_____	0	1	2
30. Ask me if I have ever been to _____ (student's country).	_____	0	1	2

Add the scores for the subtotal of Part C: _____

D. Total Score for Part I

Add subtotal for Part A, B, and C: ____ + ____ + ____ = ____ / 60

Guidelines for Interpreting the Score from Pictorial Assessment, Part I

Score Range	Proficiency Level
1–10	Pre-Beginner (1)
11–25	Beginner (2)
26–45	Intermediate (3)
46–55	Advanced (4)
56–60	Independent (5)

Pictorial Assessment, Part II

Student's Name:_____ ❑ Male ❑ Female
(Family, Given)

Country of Origin:_____ Language(s) Spoken:_____

Length of Time in Canada:_____ Grade Completed in Country of Origin:_____

School:_____

Grade Level:_____ Homeroom Teacher:_____

Student's Home Address:_____

ESL Assessor:_____ Date of Assessment:_____
(Month/Day/Year)

Guidelines for Interpreting and Scoring Pictorial Assessment, Part II

Connected Discourse—Questions 1–3 found on the following page focus on vocabulary, language structure, and pronunciation.

Note: Do not proceed to Part II of the Pictorial Assessment if the student's proficiency level in Pictorial Assessment, Part I is Pre-Beginner.

After listening to the student's answers to these questions, rate the student's second language proficiency in vocabulary, language structure, and pronunciation (1 = low, 5 = high). Use the following general scoring guidelines.

1 = Pre-Beginner Level

- little or no ability in English

2 = Beginner Level

- very limited vocabulary
- two- or three-word phrases, used only present tense
- pronunciation interferes with communication

3 = Intermediate Level

- uses expressive language with frequent errors
- short, simple sentences
- grammatical errors that distort meaning
- attempts to use various verb tenses
- pronunciation sometimes interferes with communication

4 = Advanced Level

- has control of expressive language with some errors
- use of more complex structures
- use of various tenses with some errors
- pronunciation approximates that of a native speaker of English

5 = Independent Level

- vocabulary, structure and pronunciation equal to that of a native speaker of English

1. Tell me, What do you do every day? What do you do first? What do you do before school? What do you do at school? What do you usually do after school? etc.
   (Note the student's use of the present habitual tense.)

   Assessor's Comments: _____

   _____

   _____

   _____

2. Tell me about yesterday. What did you do? What did you do when you got up in the morning? Then what? What did you do at school? What did you do when you got home? etc.
   (Note the student's use of the past tense.)

   Assessor's Comments: _____

   _____

   _____

   _____

3. Tell me about next weekend. What are you going to do next weekend? Or, tomorrow, or after school, or next summer? etc.
   (Note the student's use of the future tense.)

   Assessor's Comments: _____

   _____

   _____

   _____

Rate the student's second language proficiency in vocabulary, language structure, and pronunciation (1 = low, 5 = high)

Connected Discourse

Vocabulary	1	2	3	4	5
Language Structure	1	2	3	4	5
Pronunciation	1	2	3	4	5

Oral Language Proficiency—Reporting

Some students will be limited in their ability to complete both parts of the Oral Language Component (Oral Language Inventory Assessment and Pictorial Assessments). Any response should be taken into account when determining the student's overall oral language proficiency in English.

The Oral Language Proficiency Rubric on the next page identifies five areas of oral language. Under each of the five areas is a list of communicative competence descriptors numbered from 1 to 5.

The Oral Language Proficiency Summary provides a numerical score for reporting purposes. There are five description numbers beside each of the five language areas. The scale is 1–5, where 1 is low and 5 is high. This form provides an overview of the data collected thus far.

Directions

To complete the Oral Language Component Scale, circle the appropriate description number for each of the five language areas (see Oral Language Proficiency Rubric). The student's oral language proficiency level can be determined by adding the scores for each communicative competence descriptor and by dividing by five.

Video

To view comparative examples of student proficiency level interviews, please view ESL Video Segment 3.

Oral Language Proficiency Rubric

Comprehension

1. has little or no ability to understand even the simplest communication in English
2. understands slow, simple communication
3. understands approximately 50 per cent of everyday communication
4. understands most everyday communication
5. understands all everyday communication

Vocabulary

1. has little or no ability in English
2. language consists of limited vocabulary
3. attempts to use expressive language and idioms but makes *many* errors in usage or interpretation
4. has control of expressive language and idioms but makes *some* errors in usage or interpretation
5. accurately uses expressive English, for example, idioms, adjectives, adverbs

Structure

1. has little or no ability in English
2. experiences difficulties with grammar that often distort the meaning, for example, the incorrect use of pronouns, incorrect use of prepositions, incorrect use of tenses
3. experiences difficulties with grammar that sometimes distort the meaning
4. experiences difficulties with grammar that do not distort the meaning, for example incorrect use of articles, double negative, tense not indicated by verb but indicated in some way
5. experiences almost no difficulties with grammar

Pronunciation

1. has little or no ability in English
2. difficulties in pronunciation, stress, and/or intonation sometimes lead to misunderstanding, e.g., confuses some minimal sounds such as ship/sheep, omits consonants at the end of a word
3. often experiences difficulty with pronunciation, stress, and/or intonation, which makes meaning more difficult to discern
4. experiences some difficulty with pronunciation, stress, and/or intonation, but can be understood
5. speech equal or close to that of a native speaker with appropriate pronunciation, stress, and intonation

Fluency

1. has little or no ability in English
2. often answers questions with hesitation, using limited vocabulary and structure; sometimes answers questions with irrelevant pieces of information
3. communicates intent and, if not, is able to reword in order to be understood
4. is able to participate in a conversation without making irrelevant contributions; will elaborate as necessary in order to be understood
5. is able to facilitate conversations; effectively communicates his/her intent

Oral Language Proficiency Summary

Student's Name: _____ ❑ Male ❑ Female
(Family, Given)

Country of Origin: _____ Language(s) Spoken: _____

Length of Time in Canada: _____ Grade Completed in Country of Origin: _____

School: _____

Grade Level: _____ Homeroom Teacher: _____

Student's Home Address: _____

ESL Assessor: _____ Date of Assessment: _____
(Month/Day/Year)

Oral Language Components Scale

The scale is 1–5 , where 1 is low and 5 is high. Circle the student's proficiency level.

1. Comprehension	1	2	3	4	5
2. Vocabulary	1	2	3	4	5
3. Structure	1	2	3	4	5
4. Pronunciation	1	2	3	4	5
5. Fluency	1	2	3	4	5

Proficiency Level—add above scores and divide by 5: _____

Oral Language Proficiency Level

Circle the student's proficiency level.

Pre-Beginner	Beginner	Intermediate	Advanced	Independent
1	2	3	4	5

Assessor's Comments

_____

_____

_____

_____

_____

_____

Writing Assessment

The literacy component of the assessment is divided into two parts—writing and reading.

Purpose

The purpose of this assessment is to elicit a piece of writing that reflects the student's stage of development in written English. The topic about which a student writes should be one that is familiar and of interest to the student and not necessarily one of the sample prompts.

Description

The writing assessment consists of a list of suggested writing prompts. A writing rubric has been included to assist in determining a student's writing proficiency in English.

Procedure

During the initial assessment students should be asked to write a short composition on a familiar topic. Using the sample prompts provided, have the student choose a topic and set a time frame for writing. The assessor will have to use discretion with regards to setting a reasonable time frame. Depending on the age of the students and their experience with literacy, they may not be able to produce writing samples.

The Writing Rubric is appropriate for students at the pre-beginner to independent stage in their writing development. If a student is unable to provide a writing sample in English but is literate in another language, obtain a writing sample in that language. Observe the student's comfort with writing. This writing sample should be dated (Month/Day/Year) and a copy kept in the student's portfolio.

Writing Sample Prompts

When eliciting a writing sample from a student, choose a topic that is familiar and of interest to the student. Listed below are prompts that may be used across all grade levels. Some topics are more appropriate to use with students at the pre-beginner stage, while others may be used with students at the independent stage in their writing development. Before beginning the writing process, it is a good idea to brainstorm the chosen topic with the student.

- Draw your favourite food and write about it.
- Write about your family.
- Describe your favourite celebration or holiday.
- Write about your special friend.
- Write about your trip to Canada.
- Describe what you like most about school and explain why.
- Describe the subject you like most at school and explain why.
- Explain how to make your favourite food.
- Write about your favourite trip.
- Compare your school in Canada with your school in your country (or last school).
- Describe your best friend.
- Write about something really exciting that happened to you—something that made you extremely happy.
- Compare your home in your country to your home in Canada.
- Write about an exciting field trip.
- Write about your first day in school.
- Describe the country where you were born.
- Write about your favourite movie or book (what you liked about it; who was in it; what it was about).
- Explain how to play a sport.
- Write about what you like to do in your spare time.

Video

To view sample topic brainstorms, please view ESL Video Segment 4.

Writing—Reporting

The writing rubric on the following page identifies specific writing skills and what they indicate about writing proficiency levels. In this rubric, writing proficiency levels range from 1 to 5, where 1 represents the pre-beginner level and 5 the independent level.

Directions

Using the writing rubric, identify the student's writing proficiency level. The writing proficiency level is determined by the characteristics demonstrated in the student's writing sample.

Indicate the student's writing proficiency level on the Writing Rubric Report (Appendix E).

Writing Rubric

1. Pre-Beginner	2. Beginner	3. Intermediate	4. Advanced	5. Independent
• uses single words, pictures, and patterned phrases • copies from a model • exhibits little awareness of spelling, capitalization, or punctuation	• writes predominantly phrases and patterned or simple sentences • uses limited or repetitious vocabulary • uses temporary (phonetic) spelling • writes in the present tense • has difficulty with subject-verb agreement and run-on sentences	• is able to write an entire paragraph • uses high-frequency words; may have difficulty with word order; omits endings or words • writing exhibits inconsistent use of a variety of verb tenses, subject-verb agreement errors, and limited use of transitions, articles, and prepositions; run-on sentences are common • vocabulary is appropriate to purpose, but sometimes awkward • uses punctuation, capitalization, and mostly conventional spelling; errors sometimes interfere with meaning; writes multiple paragraphs, as necessary	• writes multiple paragraphs, as necessary • is generally able to present a main idea with supporting details • uses appropriate verb tenses; errors in sentence structure do not detract from meaning • uses varied vocabulary, appropriate for the purpose • makes few mechanical errors (errors of spelling, punctuation, and capitalization) and rarely any that detract from meaning	• writes single or multiple paragraphs with a clear introduction, fully developed ideas, appropriate transitions, and a conclusion • uses appropriate verb tenses and varied sentence structures • uses varied, precise vocabulary • makes only occasional mechanical errors, none of which detracts from meaning

Reading—Assessment and Reporting

Purpose

The purpose of the PM Benchmark Kit is to assess students' reading abilities using previously unseen, meaningful texts. The PM Benchmark Kit will identify a student's instructional reading level. It is important that a reading assessment be conducted on all students.

Description

The PM Benchmark Kit includes 30 levelled texts, ranging from kindergarten to grade 6. Each Benchmark text has a prepared Reading Record and Assessment Record. Guidelines on how to administer and interpret the assessment data are provided in the PM Benchmark Kit Teacher's Notes. The PM Benchmark Kit should be used only for reading assessment purposes. Currently, the PM Benchmark Kit is recommended and available on the Authorized Learning Resource list.

Procedure

See the PM Benchmark Kit for instructions.

Reporting

Use the following chart to correlate PM Benchmark levels to developmental reading levels. Students who are literate in a language that uses a different writing system from English or who have not yet developed literacy in their first language are at the Pre-emergent stage of reading development in English. Older students who are developing literacy skills in English may be at the Emergent to Early stages in the reading process.

Reading Score Guidelines

PM Benchmark Level	Developmental Stage of Reading
1– 5	Emergent
6–14	Early
15–22	Transitional
23–30	Fluent

Video

To view an administration of the PM Benchmark Kit in an ESL setting, please view ESL Video Segment 5.

Assessment Report

The Assessment Report form on the following page provides personal information and identifies the student's oral language proficiency level, writing proficiency level, and reading stage.

Directions

Based on the accumulated results from the oral language and literacy components of this assessment, complete the Assessment Report. This report will assist in articulating appropriate programming recommendations for the student. These recommendations should be recorded on the Assessment Report form.

A copy of the Assessment Report should be circulated to the student's teachers and a copy kept in the student's cumulative record file folder.

Assessment Report

Student's Name: _____ ☐ Male ☐ Female
(Family, Given)

Country of Origin: _____ Language(s) Spoken: _____

Length of Time in Canada: _____ Grade Completed in Country of Origin: _____

School: _____

Grade Level: _____ Homeroom Teacher: _____

Student's Home Address: _____

ESL Assessor: _____ Date of Assessment: _____
(Month/Day/Year)

A copy of the student's timetable, including subject areas and teacher's name, should be attached to this report.

Oral Language Proficiency Level: 1 2 3 4 5

Writing Proficiency Level: 1 2 3 4 5

Reading Stage:
- ☐ Emergent
- ☐ Early
- ☐ Transitional
- ☐ Fluent

The following section is to be completed by, or in consultation with, an ESL specialist.

Programming Recommendations for Classroom Teacher(s)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Additional Recommendations for ESL Programming and Services

Conclusion

ESL students should be working toward the Nova Scotia provincial curriculum outcomes. The results of this assessment will assist teachers in planning appropriate programming that enables these students to meet outcomes across the curriculum.

The program planning process currently in place for students with special needs is also applicable when programming for students whose first language is not English.

In most cases, adaptations can be used to assist students in meeting curriculum outcomes. In some cases, depending on the student's age, grade level, educational background, and experiences, intervention in the form of an individual program plan (IPP) may be required.

Once students acquire the English language proficiency necessary to attain the curriculum outcomes the IPP can be discontinued.

The fact that ESL students may require extra assistance to learn the language of instruction does not exclude the possibility that they may have special education needs that would require the development of an IPP. Some students may also have particular talents and gifts that demand consideration.

Common characteristics and teaching strategies corresponding with each proficiency level are provided in the appendices. This information will assist teachers in developing appropriate programming for ESL students.

Appendix A

The Aims of ESL Programming

Appendix A: The Aims of ESL Programming

ESL programming and services have three major aims[1]:

- **To identify the needs of students who come from culturally diverse backgrounds and whose first language is not English so that they can participate successfully in the education process.**

  Schools should introduce new students who require ESL programming and services and their families to the student's school community (e.g., reception and orientation services). These services should include a registration process outlining the potential ESL need and referral for assessment, programming, and services as well as welcoming and orientation for students and their families. Information about the school system should be provided as well. If the parents do not speak English, registration and school-related information can be conveyed through an interpreter or other contact who speaks the parents' language.

- **To provide students who have little or no knowledge of the English language with equitable opportunities to achieve designated learning outcomes across the curriculum.**

  Students who require ESL programming and services should be provided with appropriate educational programming and supports for English language acquisition as long as they require them. School boards are responsible for the allocation of personnel, time, and materials, including technology, to ensure that all students have access to adequate learning experiences and appropriate resources.

  School boards need to establish a continuum of ESL programming and services. This should include reception and orientation services for newcomers and beginners, transition services that provide intense communicative and academic language support, and services that offer a variety of supports to all students in classroom settings. The system

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1 Adapted, by permission of Manitoba Education, Training and Youth, from *Planning for Success: Developing an English as a Second Language Protocol: A Resource for Kindergarten to Senior 4 Schools*, Manitoba Education and Training (Winnipeg, MB: Crown Printer, 1998), 1.24.

should focus on the needs of these learners at all stages of their English language acquisition and development. ESL programming is only the first step toward English language fluency. All teachers need to be conscious of their students' ability to use English and need to place a high priority on language development, so that students have appropriate opportunities to achieve designated learning outcomes across the curriculum.

- **To build on the ESL student's first language and culture and encourage a positive self image. The learning environment should value diversity and work to bridge cultures and eliminate racism.**

  The school's responsibility is to encourage each ESL student to view his/her first language and culture as a strength rather than a limitation. This view supports ESL students in adapting to another culture without devaluing their first language and culture. Students from diverse language backgrounds and cultures enrich the learning environment of the classroom. The first language, prior knowledge, and culture of ESL students should be valued, respected, and wherever possible, used in educational programming. Teachers need to provide opportunities that affirm the value of the student's own language and experiences.

Appendix B

International Student Status

Appendix B: International Student Status

Definitions for exchange program, foreign student, and international student program are found in the NS Reg 169/2000 s.51 issued under the authority of the *Education Act*, S.N.S. 1995-96, c.1 s.141., as quoted below.

International student program

51 (1) For the purpose of this Section,

(a) "exchange program" means a reciprocal arrangement approved by the Minister whereby a foreign student attends a school in Nova Scotia and a Nova Scotia student attends a school outside Canada;

(b) "foreign student" means a person who enters Canada for the purpose of attending a Nova Scotia public school, but does not include

(i) a person who is a Convention refugee, or whose claim to Convention refugee status has been referred to the Refugee Division as described in the *Immigration Act*,

(ii) a person admitted to Canada under order of the Minister of Citizenship and Immigration Canada,

(iii) a Canadian citizen, or a permanent resident of Canada as defined in the *Immigration Act*,

(iv) a person who is a dependant of a properly accredited diplomat, consular officer, representative or official of the United Nations or any of its agencies, where the United Nations diplomat, consular officer, representative or official is residing in Nova Scotia,

(v) a person who is a dependant of a representative of a foreign government sent by that government to take up duties with a federal or provincial agency under an exchange agreement with Canada,

(vi) a dependant of a person in possession of a valid and subsisting student authorization,

(vii) a person who enters Canada pursuant to an exchange program;

(c) "international student program" means a program designed to be provided by a school board to foreign students at a cost to the foreign students and comprises the Public School Program and courses approved pursuant to the Public School Program, and integration and settlement services, excluding residency services.

(2) A school board may, subject to

(a) the approval of the Minister; and

(b) the *Governor in Council Education Act Regulations*,

provide an international student program.

(3) A school board requesting that the Minister approve an international student program shall submit a proposal to the Minister detailing the particulars of the program including the courses, activities and services to be provided for foreign students and their estimated costs.

Appendix C

ESL Student Profile and Language Survey

Appendix C: ESL Student Profile and Language Survey

The ESL Student Profile and Language Survey provides vital information in the preliminary identification process. Whoever is designated in the school to greet the new student and his/her family should have some professional development or ESL sensitivity training in how best to facilitate this often-difficult transition.

If the parent(s) or guardian(s) do not speak English, it is important that the ESL Student Profile and Language Survey Questions be administered by an interpreter who speaks and understands the language of the ethno-cultural group to which the parent(s) or guardian(s) belong.

The survey should be administered in the home or in the school as soon as possible after the student is enrolled in the school. Once completed, it should become part of the student's cumulative folder.

ESL Student Profile and Language Survey

Student's Name:_____ ❑ Male ❑ Female
(Family, Given, Middle)

Name to be used in class:_____ Birthdate:_____
(Month/Day/Year)

Country of Origin:_____ Date of Arrival in Canada:_____
(Month/Day/Year)

Student's Status (check appropriate boxes):

❑ Exchange Student ❑ Foreign Student ❑ International Student
❑ Canadian Citizen ❑ Landed Immigrant ❑ Refugee ❑ Student Visa

Name of Parent(s)/Guardian(s):_____

Home Address:_____

Postal Code:_____ Telephone Number (H):_____

Telephone Number(s) (W):_____

Emergency Contact Person:_____

Telephone Number (H):_____ Telephone Number (W):_____

Bilingual Contact (If Available):_____

Relationship to the Student:_____ Language(s) Spoken:_____

Telephone Number (H):_____ Telephone Number (W):_____

If the parent(s) or guardian(s) do not speak English, it is important that this Student Profile and Language Survey be administered with an interpreter who speaks and understands the language of the ethnocultural group to which the parent(s) or guardian(s) belong. The survey should be administered in the home or in the school as soon as possible after the student is enrolled in school. Once completed, it should become a part of the student's cumulative folder.

If additional space is needed, please use the back of this sheet.

ESL Student Profile and Language Survey Questions

1. Which language(s) did your son or daughter learn when he/she first began to talk?

_____

2. Which language(s) does your son/daughter use at home?

_____

3. Which language(s) do you use to speak with your son/daughter?

_____

4. Have you noticed any unusual use of the native language by your son/daughter?

_____

5. What kind and amount of schooling did your son/daughter have prior to coming to Canada?

_____

6. Has your son/daughter had any formal instruction in English? If so, for how many years?

7. Can your son/daughter read in his/her native language?

8. Can your son/daughter write in his/her native language?

9. Name some of your son's/daughter's interests, hobbies, or special skills.

10. Does your son/daughter have any health problems?

Appendix D

An Overview for Classroom Teachers

Appendix D: An Overview for Classroom Teachers

The Overview for Classroom Teachers table on the following page is meant to be used as a reference. This table refers to five proficiency levels, ranging from 1 to 5. A student at level 1, the pre-beginner stage in English language proficiency, requires intense language support. A student at level 5, the independent stage, demonstrates proficiency in English and does not require direct English as a second language (ESL) programming and services. A level 5 student may still require some monitoring in the area of language and culture.

An Overview for Classroom Teachers

Levels	Characteristics	Strategies
Level 1 **Pre-Beginner**	• has little or no receptive or expressive English • may be able to respond to simple questions, e.g., What is your name? • may be able to write his/her name	• teach basic survival English • teach language structure, e.g., This is a ... Where is the ...? • teach concrete, practical vocabulary • implement buddy system • use concrete examples to reinforce vocabulary/concepts • use technological tools • refer to program planning team as required
Level 2 **Beginner**	• has some receptive and expressive English • can comprehend approximately 25%–30% of what is being said • uses basic vocabulary to communicate in simple sentences • still needs to acquire spelling patterns and syntax • can use simple present tense(s) • may still require some basic survival skills	• implement support—buddy system/ classroom buddy • work in small, co-operative learning situation and/or individual attention • use concrete materials to reinforce vocabulary/concepts • use a variety of teaching materials • use drama, role-playing, etc. • integrate into core program • use technological tools • refer to program planning team as required
Level 3 **Intermediate**	• better able to cope with classroom learning (understands about 50%–60% of what he/she hears) • often understands more than what he/ she can verbalize • uses basic vocabulary to communicate in simple sentences • often has difficulties with idioms • often misuses words • makes errors in grammar, pronunciation • attempts to use other verb tenses	• provide support to help in weak areas • provide plenty of reinforcement on vocabulary/concepts • expect student to take more responsibility for homework/classwork • use charts, graphs, graphic organizers to support the student • use technological tools • refer to program planning team as required
Level 4 **Advanced**	• has acquired most language structures • has a high level of oral proficiency • may still have some difficulties with writing/reading • can use more complex sentence structures	• expect student to fully participate in classroom/school program • provide extra help with specific areas where there are identified needs • use technological tools • provide many opportunities for language use in a variety of situations
Level 5 **Independent**	• is able to participate fully in all age-appropriate communicative activities	• monitor student's progress • use technological tools • direct ESL programming and services not required

Appendix E

Master Forms

Oral Inventory Assessment (for teacher use only)

Student's Name: _____ ❑ Male ❑ Female
(Family, Given)

Country of Origin: _____ Language(s) Spoken: _____

Length of Time in Canada: _____ Grade Completed in Country of Origin: _____

School: _____

Grade Level: _____ Homeroom Teacher: _____

Student's Home Address: _____

ESL Assessor: _____ Date of Assessment: _____
(Month/Day/Year)

Section 1: Responds Appropriately to Greetings in English

Greet the student by saying the following: "Good morning/afternoon. How are you today?"

Comments: _____

_____

_____

Section 2: Personal Information

Ask the student to say his/her name, address, age and telephone number.

Can communicate in English his/her:

1. Name ❑ Yes ❑ No
2. Address ❑ Yes ❑ No
3. Age ❑ Yes ❑ No
4. Telephone number ❑ Yes ❑ No

All visual cues for sections 3–16 are found in Appendix F: Master Visuals.

Section 3: Colours

Show Visual Cue 1 and ask, "What colour is this?" Point to each of the 11 colours.

1. green ❑ Yes ❑ No
2. red ❑ Yes ❑ No
3. orange ❑ Yes ❑ No
4. yellow ❑ Yes ❑ No
5. grey ❑ Yes ❑ No
6. brown ❑ Yes ❑ No
7. white ❑ Yes ❑ No
8. pink ❑ Yes ❑ No
9. black ❑ Yes ❑ No
10. blue ❑ Yes ❑ No
11. purple ❑ Yes ❑ No

Note: Here the assessor needs to be aware of the developmental stages of the student.

Section 4: Counting (oral)

Can count to _____

Section 5: Numbers (reading)

a) Show Visual Cue 2 and ask, "What number is this?"

Can recognize single- and double-digit numbers ❑ Yes ❑ No

Errors: _____

b) Show Visual Cue 3 and ask, "What number is this?"

Can recognize double-digit numbers ❑ Yes ❑ No

Errors: _____

c) Show Visual Cue 3 and ask, "What number is this?"

Can recognize three-digit numbers ❑ Yes ❑ No

Errors: _____

Section 6: Alphabet (oral)

Can say the alphabet ❑ Yes ❑ No

Errors: _____

Section 7: Alphabet (reading)

a) Show Visual Cue 4 and ask, "What letter is this?"

Can identify all upper-case letters of the alphabet ❑ Yes ❑ No

Errors: _____

b) Show Visual Cue 5 and ask, "What letter is this?"

Can identify all lower-case letters of the alphabet ❑ Yes ❑ No

Errors: _____

Section 8: Alphabet (cursive)

a) Show Visual Cue 6 and ask, "What letter is this?"

Can identify all upper-case cursive letters of the alphabet ❑ Yes ❑ No

Errors: _____

b) Show Visual Cue 7 and ask, "What letter is this?"

Can identify all lower-case cursive letters of the alphabet ❑ Yes ❑ No

Errors: _____

For sections 9–14, mark ✓ if the student answers correctly. Mark ✗ if the student answers incorrectly or does not respond at all.

Section 9: Classroom Objects

Show Visual Cue 8 and ask, "What is this?" Point to each object.

1. _____ chair
2. _____ table
3. _____ book
4. _____ clock
5. _____ desk
6. _____ pen
7. _____ eraser
8. _____ window
9. _____ ruler
10. _____ pencil
11. _____ scissors
12. _____ board
13. _____ door
14. _____ paper
15. _____ crayon
16. _____ computer

Section 10: Body Parts

Show Visual Cue 9 or use yourself and ask, "What is this?" Point to each body part.

1. _____ head
2. _____ hair
3. _____ face
4. _____ eye(s)
5. _____ nose
6. _____ ear(s)
7. _____ feet
8. _____ leg(s)
9. _____ arm(s)
10. _____ back
11. _____ finger(s)
12. _____ teeth
13. _____ mouth

Section 11: Clothing and Accessories

Show Visual Cue 10 and ask, "What is this?" Point to each object.

1. _____ shoes
2. _____ boots
3. _____ pants
4. _____ coat
5. _____ t-shirt
6. _____ shorts
7. _____ socks
8. _____ jacket
9. _____ glasses
10. _____ shirt
11. _____ dress
12. _____ hat

Section 12: Family Tree

Show Visual Cue 11 and ask, "Who is this?" Point to each family member.

1. _____ grandmother
2. _____ grandfather
3. _____ mother
4. _____ father
5. _____ aunt
6. _____ uncle
7. _____ brother
8. _____ sister
9. _____ cousin

Section 13: Food (fruits, vegetables, and other food items)

Show Visual Cue 12 and ask, "What is this?" Point to each item.

1. _____ apple
2. _____ lemon
3. _____ tomato
4. _____ fish
5. _____ cookies
6. _____ orange
7. _____ potato
8. _____ bread
9. _____ candy
10. _____ chicken
11. _____ banana
12. _____ corn
13. _____ rice
14. _____ milk
15. _____ pizza
16. _____ grapes
17. _____ carrots
18. _____ eggs
19. _____ ice cream cone
20. _____ pasta

Section 14: Shapes

Show Visual Cue 13 and ask, "What is this?" Point to each shape.

1. _____ square
2. _____ circle
3. _____ triangle
4. _____ rectangle

Section 15: Survival Language

Check "Yes" if the student can follow the direction for the task. Check "No" if the student responds incorrectly or does not respond at all. If the student responds incorrectly, the response can be noted under Comments.

Tasks			Comments
1. Open the book	❑ Yes	❑ No	_____
2. Point to the board	❑ Yes	❑ No	_____
3. Take your pencil	❑ Yes	❑ No	_____
4. Put your hand up	❑ Yes	❑ No	_____
5. Turn to page two	❑ Yes	❑ No	_____
6. Close the door	❑ Yes	❑ No	_____
7. Stand up	❑ Yes	❑ No	_____
8. Sit down	❑ Yes	❑ No	_____

Section 16: Spatial Vocabulary

The spatial vocabulary deals with seven basic prepositions that are frequently problematic for second-language learners.

Show Visual Cue 14 and ask, "Where is the cat?" Further prompting with examples might be necessary. Point to each picture of the cat. See if the student can match the correct preposition for where the cat is in relation to the box. Record any errors the student makes under the comments heading.

Check "Yes" if the student understands and can demonstrate what the following words mean. Check "No" if the student responds incorrectly or does not respond at all.

Prepositions of Place			Comments
1. in	❑ Yes	❑ No	_____
2. on	❑ Yes	❑ No	_____
3. under	❑ Yes	❑ No	_____
4. between	❑ Yes	❑ No	_____
5. in front	❑ Yes	❑ No	_____
6. behind	❑ Yes	❑ No	_____
7. beside	❑ Yes	❑ No	_____

Pictorial Assessment, Part I

Student's Name: _____ ❑ Male ❑ Female
(Family, Given)

Country of Origin: _____ Language(s) Spoken: _____

Length of Time in Canada: _____ Grade Completed in Country of Origin: _____

School: _____

Grade Level: _____ Homeroom Teacher: _____

Student's Home Address: _____

ESL Assessor: _____ Date of Assessment: _____
(Month/Day/Year)

Guidelines for Scoring Pictorial Assessment, Part I

Prompt the student to answer in phrases or sentences instead of one-word answers if he/she can.

0 = Student cannot answer or does not understand the question.

1 = Student understands the question, but has made one or more errors in his/her response, or has responded with one word only (and when asked to expand, cannot), or has asked for the question to be repeated.

2 = The answer is grammatically correct and/or is what a native speaker would say.

A. Preliminary Questions

		Comments			
1.	What is your name?	_____	0	1	2
2.	How old are you?	_____	0	1	2
3.	Do you have any brothers or sisters?	_____	0	1	2
4.	Where are you from?	_____	0	1	2
5.	What language do you speak at home?	_____	0	1	2

Add the scores for the subtotal of Part A: _____

B. Questions to Use with Picture Cue

6.	Is it sunny?	_____	0	1	2
7.	What is this? (point to the plane)	_____	0	1	2
8.	How many people are there in the picture?	_____	0	1	2
9.	Does the girl have a hat?	_____	0	1	2
10.	Tell me two things the boy is wearing.	_____	0	1	2
11.	What colour are his shoes?	_____	0	1	2
12.	Is the boy taller than the girl?	_____	0	1	2
13.	Why are they happy?	_____	0	1	2

14. Has grandmother's plane (arrived) landed already?	_____	0	1	2
15. Where do you think grandmother has been?	_____	0	1	2
16. Did their grandmother bring any bags?	_____	0	1	2
17. Did the girl bring flowers for her grandmother?	_____	0	1	2
18. Did the boy wear a coat today?	_____	0	1	2
19. Who does grandmother see?	_____	0	1	2
20. What will grandmother say to the children?	_____	0	1	2
21. Why did the boy wear a hat?	_____	0	1	2
22. If you were the girl in this picture what would you do with the flowers?	_____	0	1	2
23. If it weren't sunny would the girl need sunglasses?	_____	0	1	2
24. Has grandfather come with grandmother?	_____	0	1	2
25. What might grandmother have in her bag?	_____	0	1	2

Add the scores for the subtotal of Part B: _____

C. Formulating Questions—the assessor should inform the student that the following questions are not related to the picture cue.

26. Ask me what my name is.	_____	0	1	2
27. Ask me if I have a cat.	_____	0	1	2
28. Ask me why I came to school today.	_____	0	1	2
29. Ask me when I'm going to go home.	_____	0	1	2
30. Ask me if I have ever been to _____ (student's country).	_____	0	1	2

Add the scores for the subtotal of Part C: _____

D. Total Score for Part I

Add subtotal for Part A, B, and C: ____ + ____ + _____ = ____ / 60

Guidelines for Interpreting the Score from Pictorial Assessment, Part I

Score Range	Proficiency Level
1–10	Pre-Beginner (1)
11–25	Beginner (2)
26–45	Intermediate (3)
46–55	Advanced (4)
56–60	Independent (5)

Pictorial Assessment, Part II

Student's Name:_____ ❑ Male ❑ Female
(Family, Given)

Country of Origin:_____ Language(s) Spoken:_____

Length of Time in Canada:_____ Grade Completed in Country of Origin:_____

School:_____

Grade Level:_____ Homeroom Teacher:_____

Student's Home Address:_____

ESL Assessor:_____ Date of Assessment:_____
(Month/Day/Year)

Guidelines for Interpreting and Scoring Pictorial Assessment, Part II

Connected Discourse—Questions 1–3 found on the following page focus on vocabulary, language structure, and pronunciation.

Note: Do not proceed to Part II of the Pictorial Assessment if the student's proficiency level in Pictorial Assessment, Part I is Pre-Beginner.

After listening to the student's answers to these questions, rate the student's second language proficiency in vocabulary, language structure, and pronunciation (1 = low, 5 = high). Use the following general scoring guidelines.

1 = Pre-Beginner Level

- little or no ability in English

2 = Beginner Level

- very limited vocabulary
- two- or three-word phrases, used only present tense
- pronunciation interferes with communication

3 = Intermediate Level

- uses expressive language with frequent errors
- short, simple sentences
- grammatical errors that distort meaning
- attempts to use various verb tenses
- pronunciation sometimes interferes with communication

4 = Advanced Level

- has control of expressive language with some errors
- use of more complex structures
- use of various tenses with some errors
- pronunciation approximates that of a native speaker of English

5 = Independent Level

- vocabulary, structure and pronunciation equal to that of a native speaker of English

1. Tell me, What do you do every day? What do you do first? What do you do before school? What do you do at school? What do you usually do after school? etc.
   (Note the student's use of the present habitual tense.)

   Assessor's Comments: _____

2. Tell me about yesterday. What did you do? What did you do when you got up in the morning? Then what? What did you do at school? What did you do when you got home? etc.
   (Note the student's use of the past tense.)

   Assessor's Comments: _____

3. Tell me about next weekend. What are you going to do next weekend? Or, tomorrow, or after school, or next summer? etc.
   (Note the student's use of the future tense.)

   Assessor's Comments: _____

Rate the student's second language proficiency in vocabulary, language structure, and pronunciation (1 = low, 5 = high)

Connected Discourse

Vocabulary	1	2	3	4	5
Language Structure	1	2	3	4	5
Pronunciation	1	2	3	4	5

Oral Language Proficiency Rubric

Comprehension

1. has little or no ability to understand even the simplest communication in English
2. understands slow, simple communication
3. understands approximately 50 per cent of everyday communication
4. understands most everyday communication
5. understands all everyday communication

Vocabulary

1. has little or no ability in English
2. language consists of limited vocabulary
3. attempts to use expressive language and idioms but makes *many* errors in usage or interpretation
4. has control of expressive language and idioms but makes *some* errors in usage or interpretation
5. accurately uses expressive English, for example, idioms, adjectives, adverbs

Structure

1. has little or no ability in English
2. experiences difficulties with grammar that often distort the meaning, for example, the incorrect use of pronouns, incorrect use of prepositions, incorrect use of tenses
3. experiences difficulties with grammar that sometimes distort the meaning
4. experiences difficulties with grammar that do not distort the meaning, for example incorrect use of articles, double negative, tense not indicated by verb but indicated in some way
5. experiences almost no difficulties with grammar

Pronunciation

1. has little or no ability in English
2. difficulties in pronunciation, stress, and/or intonation sometimes lead to misunderstanding, e.g., confuses some minimal sounds such as ship/sheep, omits consonants at the end of a word
3. often experiences difficulty with pronunciation, stress, and/or intonation, which makes meaning more difficult to discern
4. experiences some difficulty with pronunciation, stress, and/or intonation, but can be understood
5. speech equal or close to that of a native speaker with appropriate pronunciation, stress, and intonation

Fluency

1. has little or no ability in English
2. often answers questions with hesitation, using limited vocabulary and structure; sometimes answers questions with irrelevant pieces of information
3. communicates intent and, if not, is able to reword in order to be understood
4. is able to participate in a conversation without making irrelevant contributions; will elaborate as necessary in order to be understood
5. is able to facilitate conversations; effectively communicates his/her intent

Oral Language Proficiency Summary

Student's Name: _____ ❑ Male ❑ Female
(Family, Given)

Country of Origin: _____ Language(s) Spoken: _____

Length of Time in Canada: _____ Grade Completed in Country of Origin: _____

School: _____

Grade Level: _____ Homeroom Teacher: _____

Student's Home Address: _____

ESL Assessor: _____ Date of Assessment: _____
(Month/Day/Year)

Oral Language Components Scale

The scale is 1–5 , where 1 is low and 5 is high. Circle the student's proficiency level.

1.	Comprehension	1	2	3	4	5
2.	Vocabulary	1	2	3	4	5
3.	Structure	1	2	3	4	5
4.	Pronunciation	1	2	3	4	5
5.	Fluency	1	2	3	4	5

Proficiency Level—add above scores and divide by 5: _____

Oral Language Proficiency Level

Circle the student's proficiency level.

Pre-Beginner	Beginner	Intermediate	Advanced	Independent
1	2	3	4	5

Assessor's Comments

_____

_____

_____

_____

_____

_____

Writing Rubric Report

Student's Name:_____ ❑ Male ❑ Female
(Family, Given)

Country of Origin:_____ Language(s) Spoken:_____

Length of Time in Canada:_____ Grade Completed in Country of Origin:_____

School:_____

Grade Level:_____ Homeroom Teacher:_____

Home Address:_____

ESL Assessor:_____ Date of Assessment:_____
(Month/Day/Year)

Writing Proficiency Level: _____

1. Pre-Beginner	2. Beginner	3. Intermediate	4. Advanced	5. Independent
• uses single words, pictures, and patterned phrases • copies from a model • exhibits little awareness of spelling, capitalization, or punctuation	• writes predominantly phrases and patterned or simple sentences • uses limited or repetitious vocabulary • uses temporary (phonetic) spelling • writes in the present tense • has difficulty with subject-verb agreement and run-on sentences	• is able to write an entire paragraph • uses high-frequency words; may have difficulty with word order; omits endings or words • writing exhibits inconsistent use of a variety of verb tenses, subject-verb agreement errors, and limited use of transitions, articles, and prepositions; run-on sentences are common • vocabulary is appropriate to purpose, but sometimes awkward • uses punctuation, capitalization, and mostly conventional spelling; errors sometimes interfere with meaning; writes multiple paragraphs, as necessary	• writes multiple paragraphs, as necessary • is generally able to present a main idea with supporting details • uses appropriate verb tenses; errors in sentence structure do not detract from meaning • uses varied vocabulary, appropriate for the purpose • makes few mechanical errors (errors of spelling, punctuation, and capitalization) and rarely any that detract from meaning	• writes single or multiple paragraphs with a clear introduction, fully developed ideas, appropriate transitions, and a conclusion • uses appropriate verb tenses and varied sentence structures • uses varied, precise vocabulary • makes only occasional mechanical errors, none of which detracts from meaning

Assessment Report

Student's Name: _____ ❑ Male ❑ Female
(Family, Given)

Country of Origin: _____ Language(s) Spoken: _____

Length of Time in Canada: _____ Grade Completed in Country of Origin: _____

School: _____

Grade Level: _____ Homeroom Teacher: _____

Student's Home Address: _____

ESL Assessor: _____ Date of Assessment: _____
(Month/Day/Year)

A copy of the student's timetable, including subject areas and teacher's name, should be attached to this report.

Oral Language Proficiency Level: 1 2 3 4 5

Writing Proficiency Level: 1 2 3 4 5

Reading Stage:
- ❑ Emergent
- ❑ Early
- ❑ Transitional
- ❑ Fluent

The following section is to be completed by, or in consultation with, an ESL specialist.

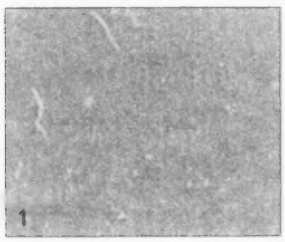
Programming Recommendations for Classroom Teacher(s)

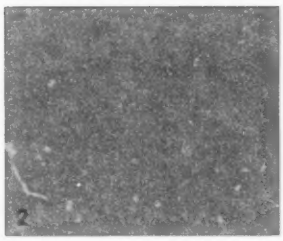
Additional Recommendations for ESL Programming and Services

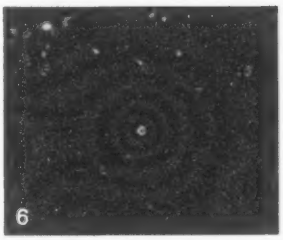
Appendix F

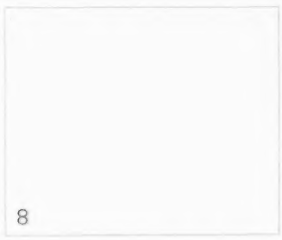
Master Visuals

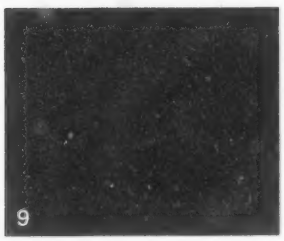
Visual Cue 1

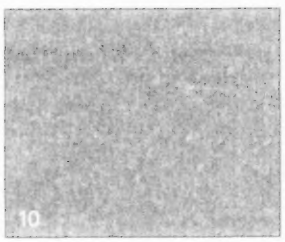


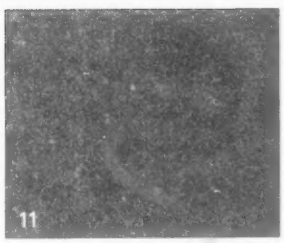




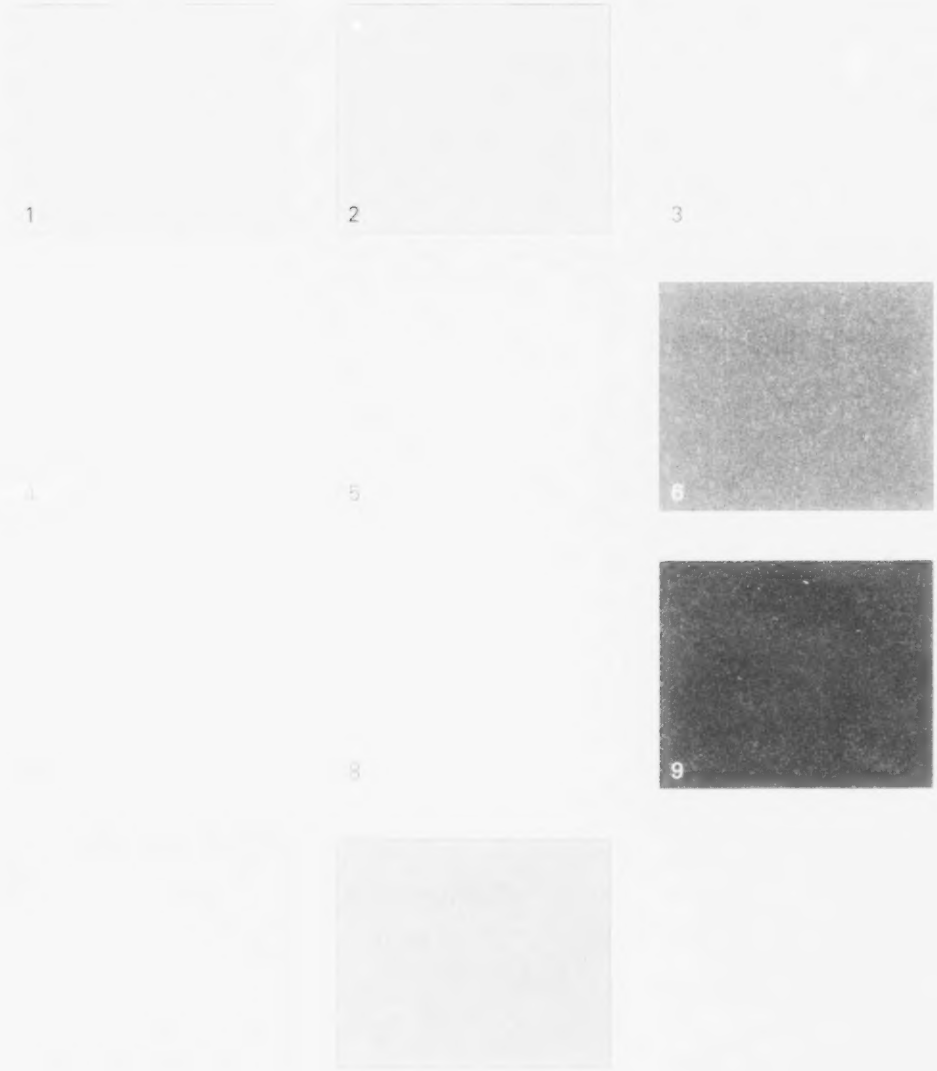








Visual Cue 1



Visual Cue 2

6	8	3	20
13	1	7	2
9	15	11	12
10	17	5	16
19	18	14	4

Visual Cue 3

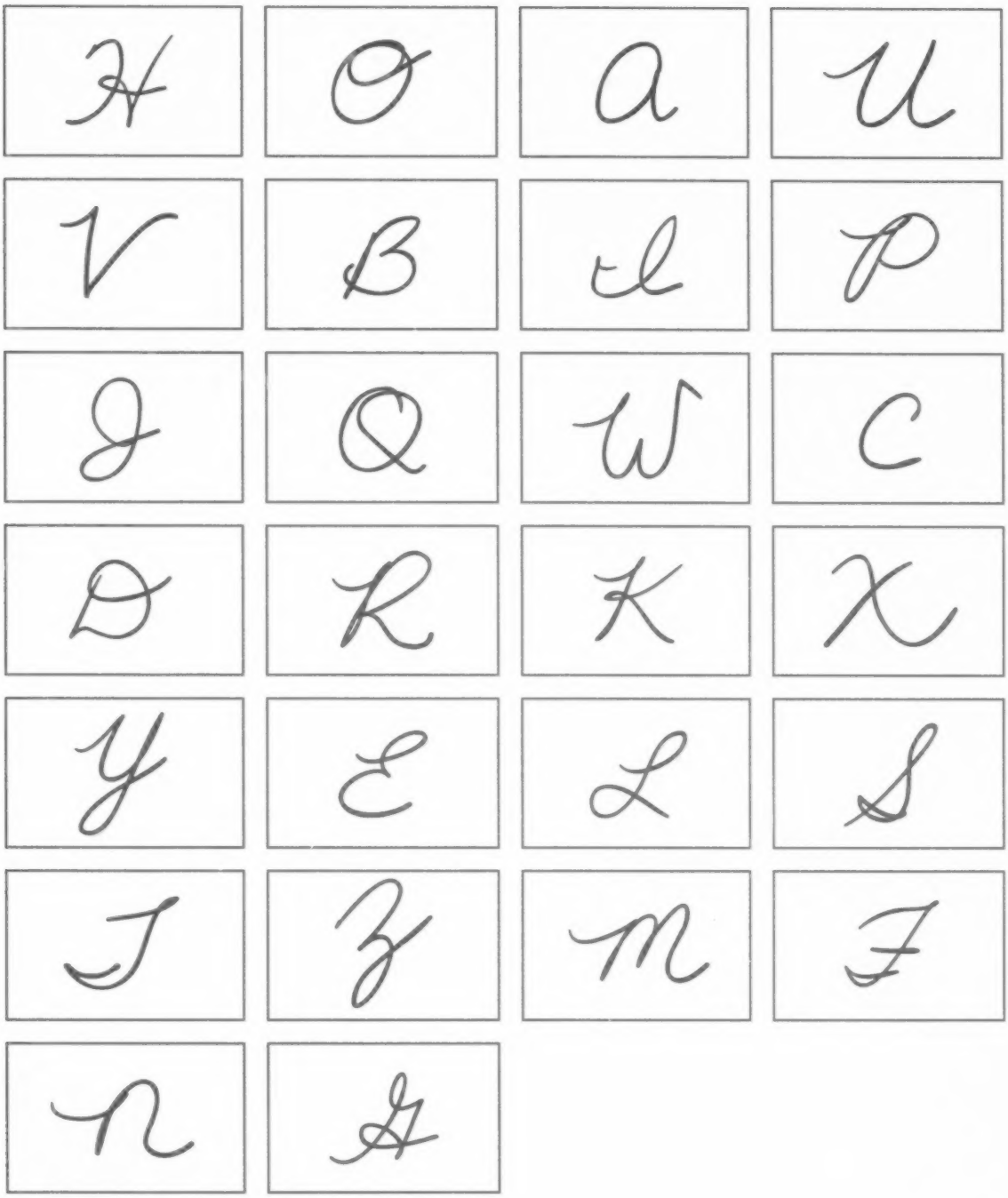
22	25	27	29
31	38	46	50
64	65	79	73
100	136	222	502
766	801	999	1000

Visual Cue 4

Visual Cue 5

d	a	z	b
e	f	j	h
y	c	s	w
u	t	v	x
i	k	g	l
m	n	p	o
q	r		

Visual Cue 6



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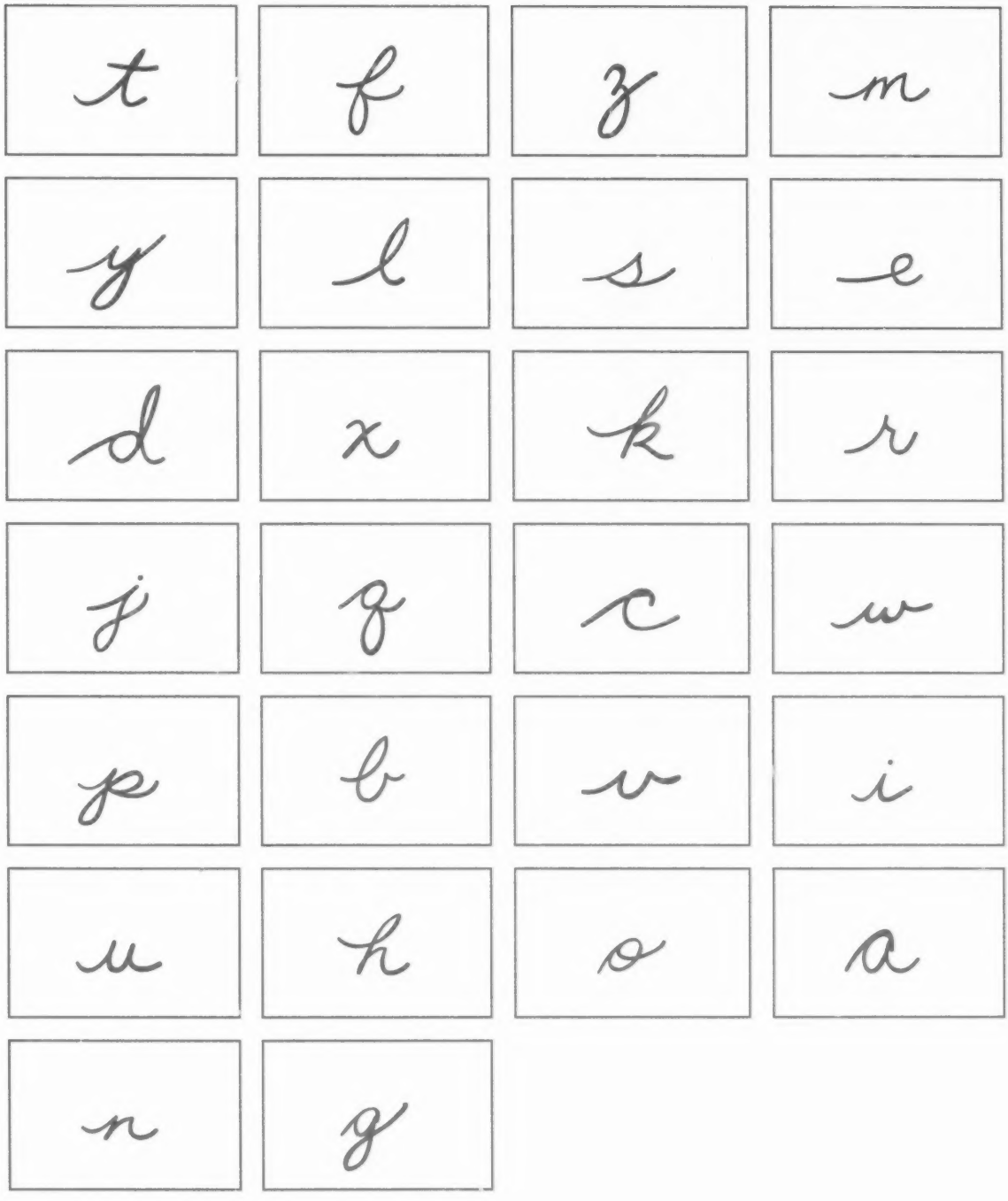

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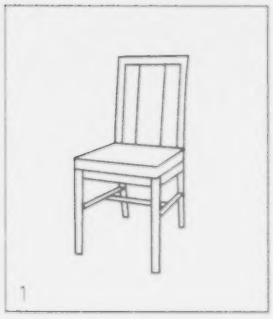
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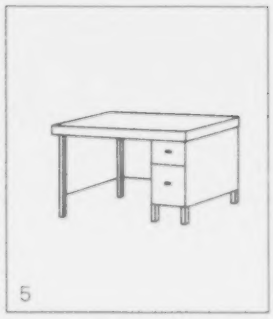
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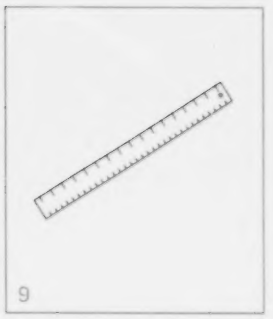
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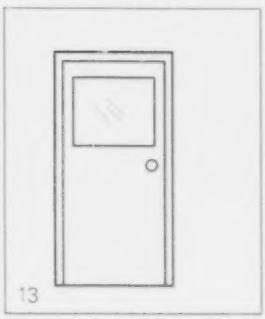
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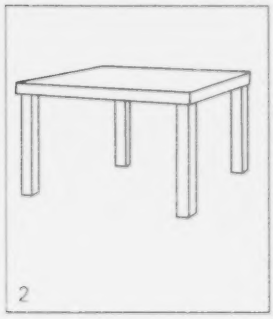
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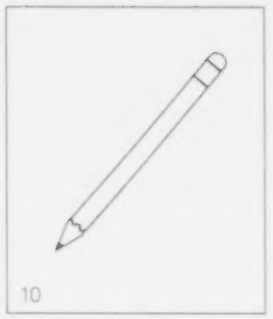
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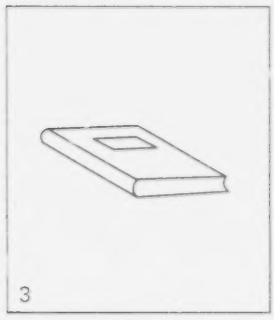
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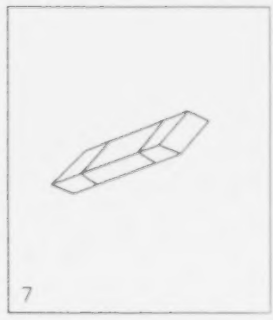
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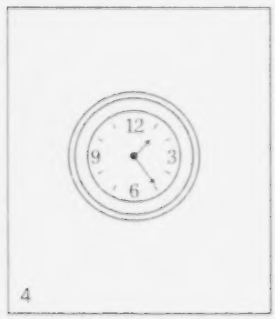

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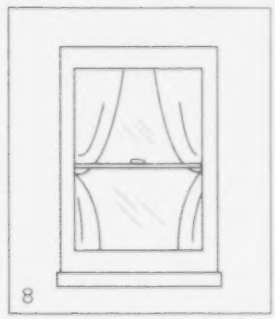
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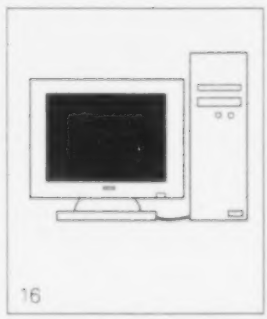
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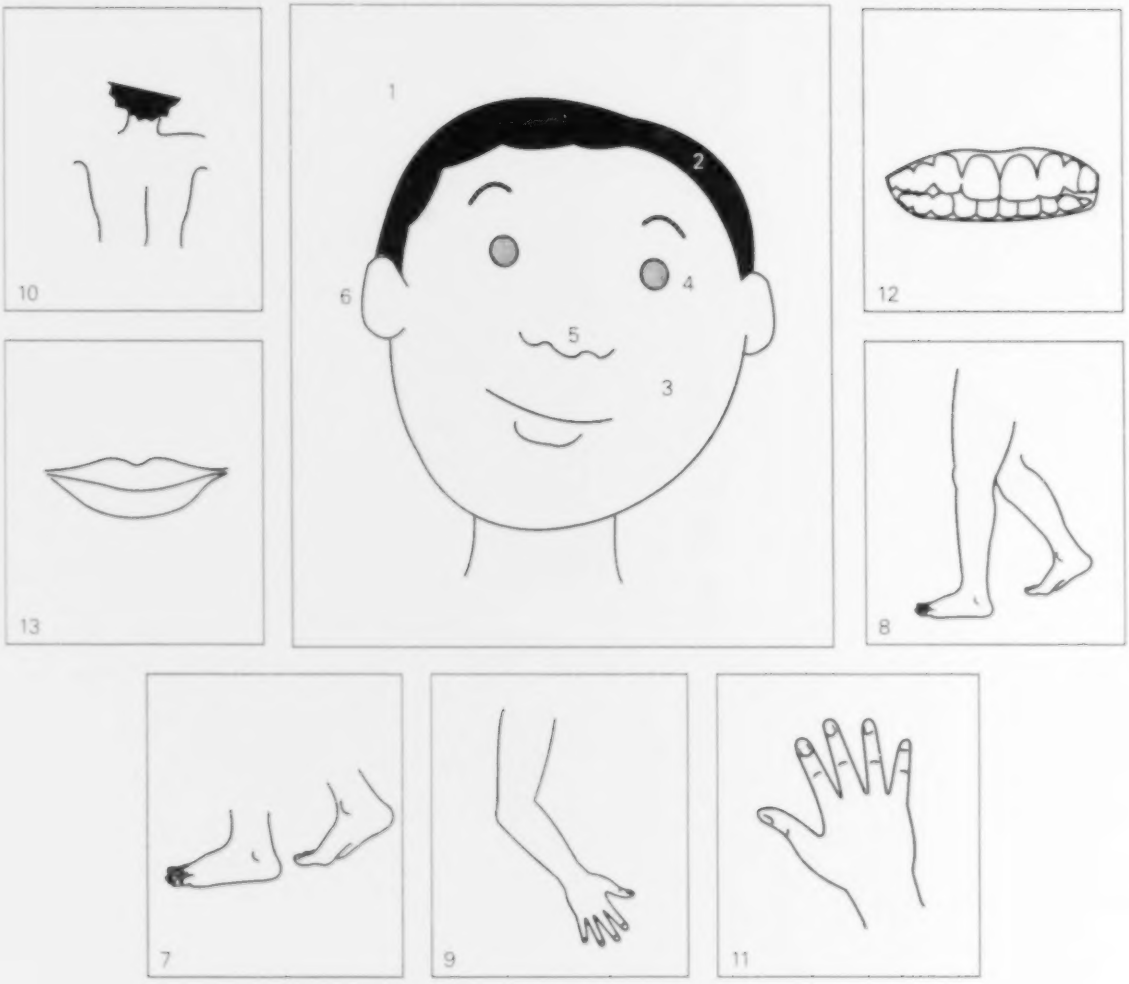
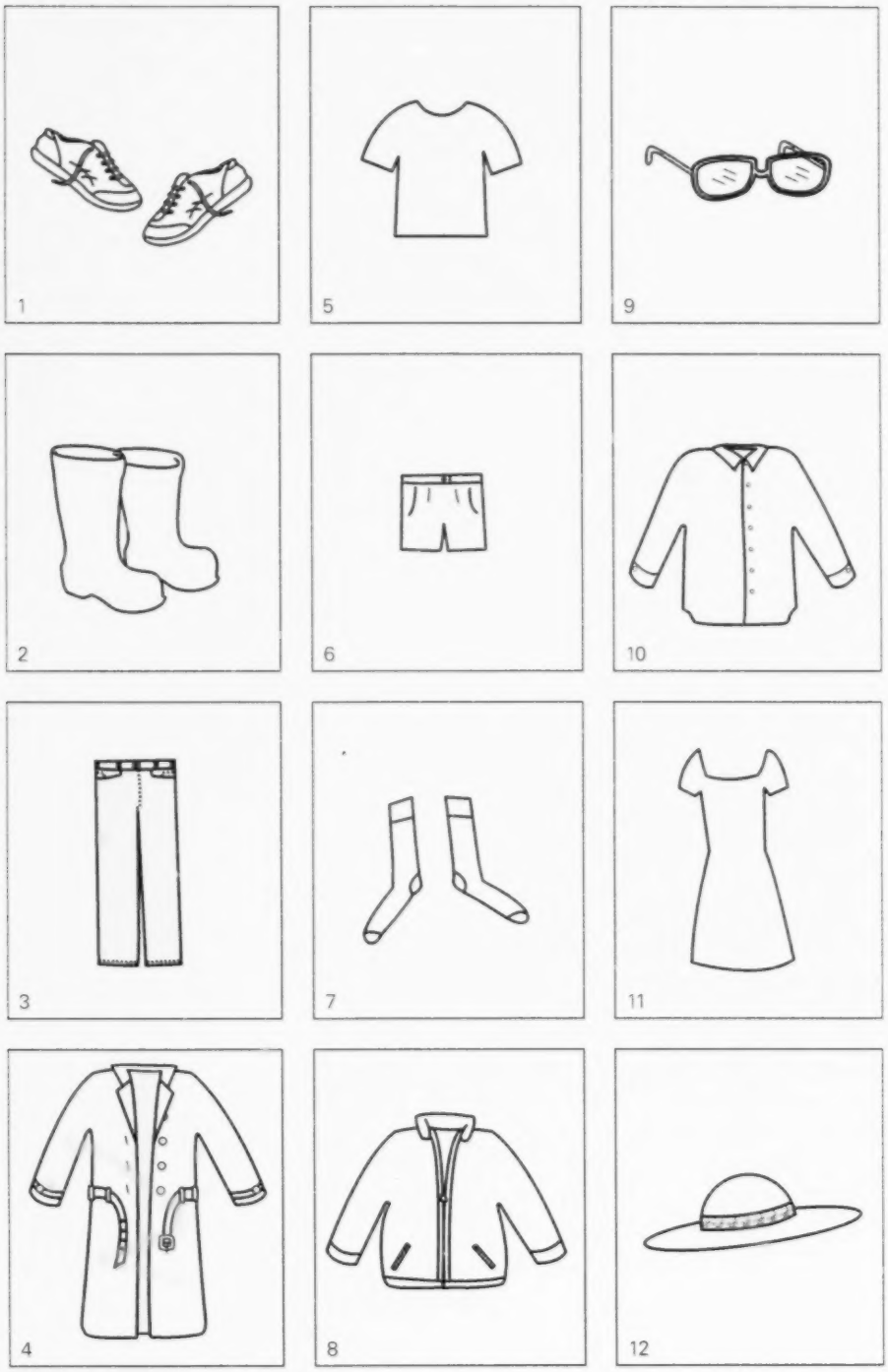


Visual Cue 9

Visual Cue 10



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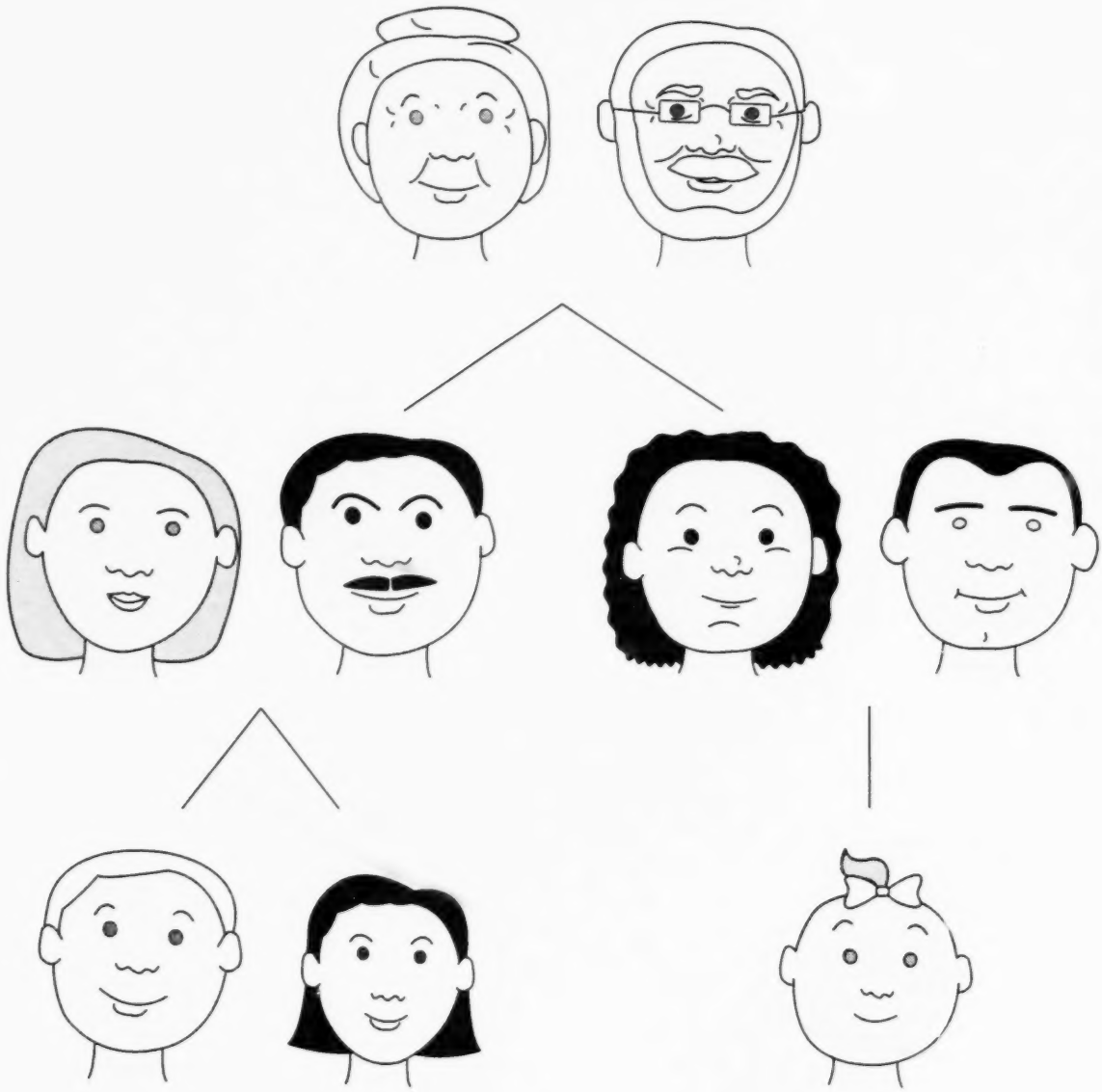

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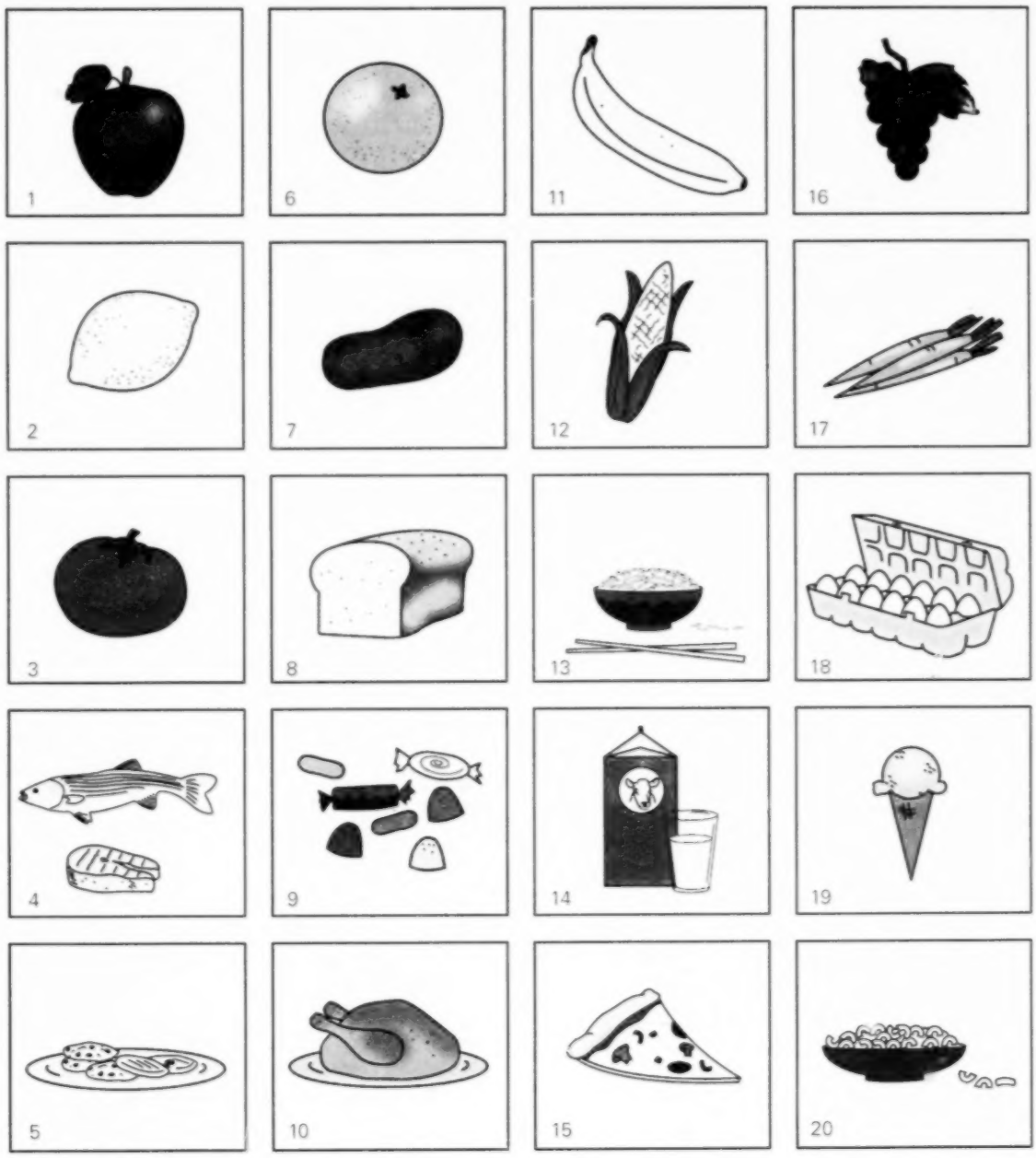

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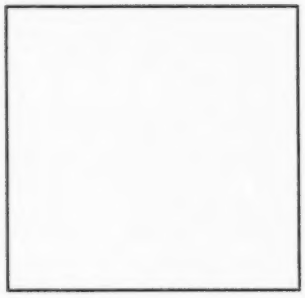

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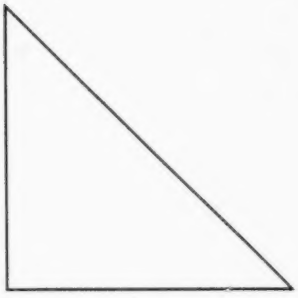

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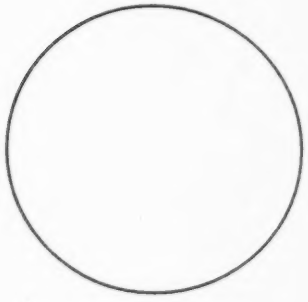

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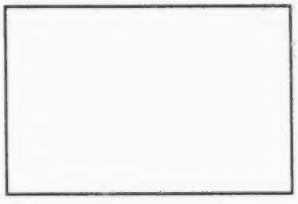

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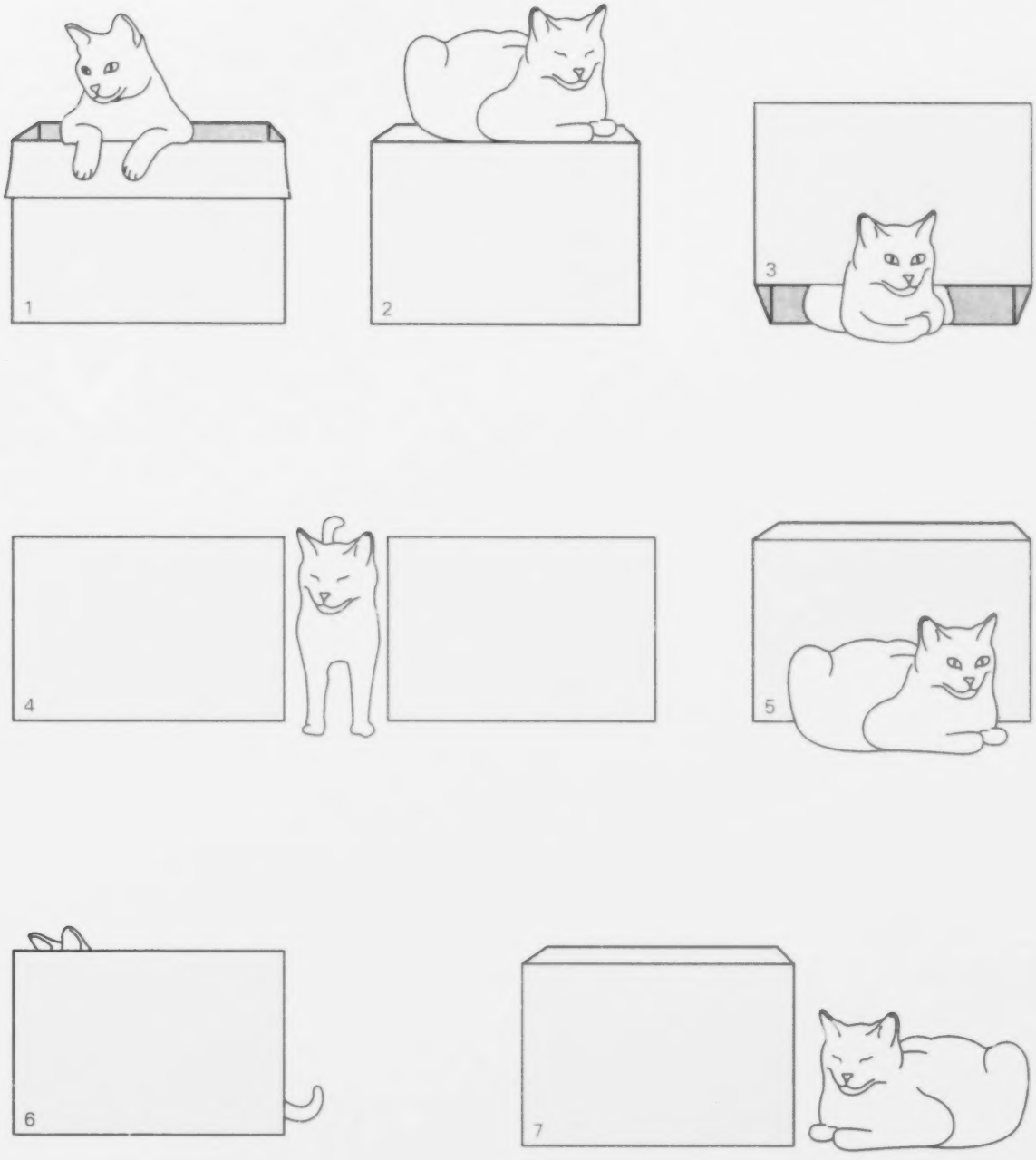

Pictorial